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ABSTRACT

The 1974-75 program aimed to: raise or maintain the rate of gain in computational and communicational skills of each student in the tutorial program; improve the computational and communicational skills of each student in the "Career Development" program; increase each "Career Development" student's awareness of, specific knowledge of, and general requirements for selected occupational groups; provide health services as needed; make parents aware of social services available; improve the relationship between parents and the school; and increase the tutors' and supportive staff's knowledge of the program and its administration, and of new and improved instructional methods appropriate for migrant children. A total of 2,915 migrant students participated in the program. An evaluation covering the period from July 1974 through June 1975 and the 1975 summer program was based on data obtained from the Migrant Center Staff, records, reports, test results, and on-site interviews. The Wide Range Achievement Test measured student gains in reading, spelling, and arithmetic. Student attitudes were assessed at the beginning and end of the year using a scale of Student Attitudes. This report includes information on: children served, exemplary programs, inservice training, special and supportive services, resource center library, program effectiveness and integration, dissemination, and the summer school program. (NQ)

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MIGRANT CHILD EDUCATION IN MISSOURI '75

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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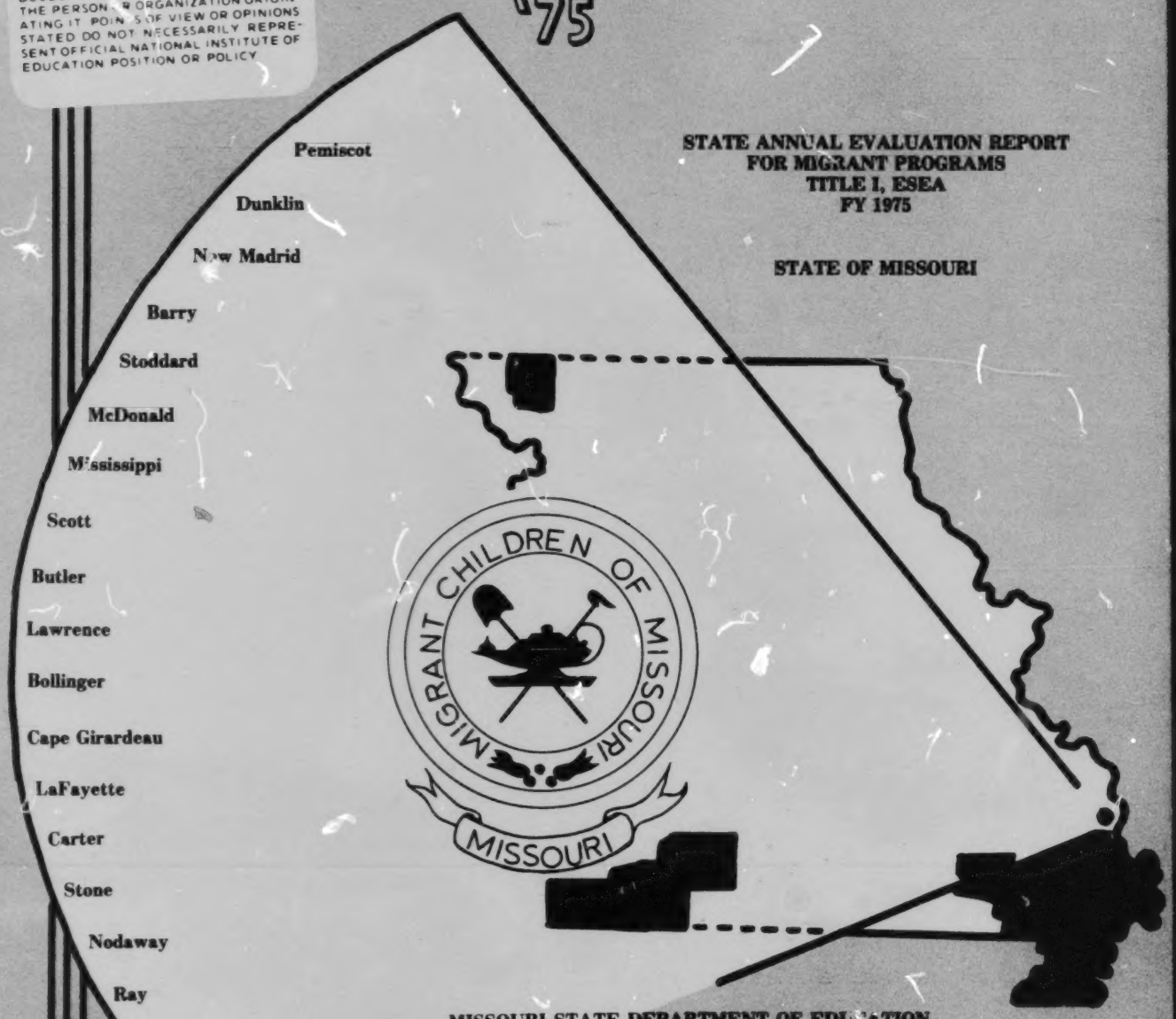
STATE ANNUAL EVALUATION REPORT
FOR MIGRANT PROGRAMS
TITLE I, ESEA
FY 1975

STATE OF MISSOURI



ED 009277

MISSOURI STATE DEPARTMENT OF EDUCATION

Arthur L. Mallory, Commissioner of Education
Jefferson City, Missouri

ANNUAL EVALUATION OF MISSOURI'S EDUCATIONAL PROGRAM FOR MIGRANT CHILDREN TITLE I, ESEA FOR THE 1975 FISCAL YEAR

MISSOURI STATE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Dr. Arthur L. Mallory, Commissioner

DIVISION OF INSTRUCTION

P. J. Newell, Jr., Assistant Commissioner

Otis Baker, Coordinator, ESEA

A. E. Beach, Director, Title I, ESEA

Lloyd E. Boyd, Assistant Director, Migrant Programs

Gary W. Brummitt, Evaluation Supervisor, Title I, ESEA

GRANT AWARD

to

Southeast Missouri State University
Cape Girardeau, Missouri 63701
Dr. Robert E. Leestamper, President

Director, Cape Girardeau Center
Dr. Wayne R. McElroy

EVALUATION COMMITTEE

Chairman, Dr. William C. Hoover, Southeast Missouri State University
Gary W. Brummitt, Evaluation Supervisor, Title I, ESEA
Mrs. Linda Dawson, Teacher, Holcomb School District
Mr. Dennis Long, Principal, Campbell School District

November, 1975

ACKNOWLEDGMENT

An evaluation of this kind cannot be done without the aid of many people. Special appreciation is extended to the following: Mr. Gary Brummitt, Department of Elementary and Secondary Education; Dr. Wayne McElroy and his staff, with special thanks for Mr. Al Mason's efforts and to Mrs. Virginia Boren for typing this report.

Dr. William C. Hoover, Chairman
Evaluation Committee

TABLE OF CONTENTS

SECTION		PAGE
I.	INTRODUCTION	1
II.	STAFFING THE EDUCATIONAL SERVICES AND RECORDS CENTER	4
III.	PROGRAM OBJECTIVES	7
IV.	EVALUATION PROCEDURES	9
V.	CHILDREN SERVED	11
VI.	IN-SERVICE TRAINING	16
VII.	SPECIAL SERVICES	19
VIII.	SUPPORTIVE SERVICES	23
IX.	RESOURCE CENTER LIBRARY	27
X.	PROGRAM INTEGRATION	30
XI.	DISSEMINATION	32
XII.	EXEMPLARY PROGRAMS	33
XIII.	PROGRAM EFFECTIVENESS	41
XIV.	PROGRAM CRITIQUE	47
XV.	SUMMER SCHOOL PROGRAM	49
XVI.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	55
	APPENDICES	59

LIST OF TABLES

TABLE		PAGE
I.	PARTICIPANTS BY ACTIVITIES	13
II.	STUDENTS PARTICIPATING IN PROJECT BY GRADE LEVELS	14
III.	UNDUPLICATED PARTICIPATION OF STUDENTS FOR THE TOTAL PROJECT	15
IV.	AREA WORKSHOPS	18
V.	HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH THE MIGRANT CENTER PROGRAM FOR THE 1975 FISCAL YEAR	24
VI.	EQUIPMENT AND MATERIALS CIRCULATED FROM RESOURCE CENTER LIBRARY FOR 1974-75 SCHOOL YEAR	28
VII.	RESULTS OF EACH UNIT TEST FROM ALL STUDENTS IN ALL SCHOOLS	35
VIII.	CALIFORNIA PRE-SCHOOL TEST RESULTS FOR STUDENTS IN THE "GET READY" PROGRAM	39
IX.	PRE-SCHOOL EVALUATION CHECKLIST	40
X.	SCHOOL DISTRICTS AND THE NUMBER OF MIGRANT CHILDREN TO WHOM A PRE-TEST AND POST-TEST IN READING, SPELLING, AND ARITHMETIC WERE ADMINISTERED	43
XI.	WRAT TEST RESULTS FOR EACH GRADE LEVEL DURING THE REGULAR PROGRAM	44
XII.	SCALE OF STUDENT ATTITUDES' BY GRADE LEVEL FOR THE REGULAR PROGRAMS	45
XIII.	SCHOOL ATTENDANCE FOR MIGRANT STUDENTS FOR THE 1974-75 SCHOOL YEAR	46
XIV.	WRAT TEST RESULTS FOR EACH GRADE LEVEL DURING THE SUMMER PROGRAM	52
XV.	SCALE OF STUDENT ATTITUDES' RESULTS	53
XVI.	SCHOOL ATTENDANCE FOR MIGRANT STUDENTS FOR THE SUMMER PROGRAM 1974-75	54

TABLE OF FIGURES

FIGURE		PAGE
I.	ORGANIZATION OF STATE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION FOR ADMINISTRATION OF ESEA, TITLE I MIGRANT PROGRAM	3
II.	MAP OF MISSOURI SHOWING THE TEN CONGRESSIONAL DISTRICTS AND THE NUMBER OF MIGRANT CHILDREN IN EACH COUNTY	12

I. INTRODUCTION

Today, changes are being made rapidly. Many school children are struggling trying to keep up with these changes. The migrant child has an even more difficult time just trying to survive. His mobility forces him into trying to cope with situations almost beyond his capacity. This continuous transfer from school to school is not conducive to receiving a good education. Something needed to be done to aid the migrant child in his formal education or he would almost surely perish as an early educational dropout.

In 1965, Congress passed the Elementary and Secondary Education Act, P.L. 89-10. The purpose of this law was to provide monies to aid in the education of the disadvantaged children in schools throughout the nation. This act was later amended (P.L. 89-750) to include the migrant agricultural workers.

A survey conducted in February of 1967, by the State Department of Education, State of Missouri, (recently changed to be known as the Department of Elementary and Secondary Education), revealed that there were sufficient numbers of migrant children in Missouri to justify some type of educational program.

The State Department of Education contracted with Southeast Missouri State University to make a study of migrant children and to write a program for the State of Missouri. After completion of the study, a project was written which established the Educational Services and Records Center located at Southeast Missouri State University in Cape Girardeau. The purpose of the Center was to develop and administer migrant educational services for the State of Missouri.

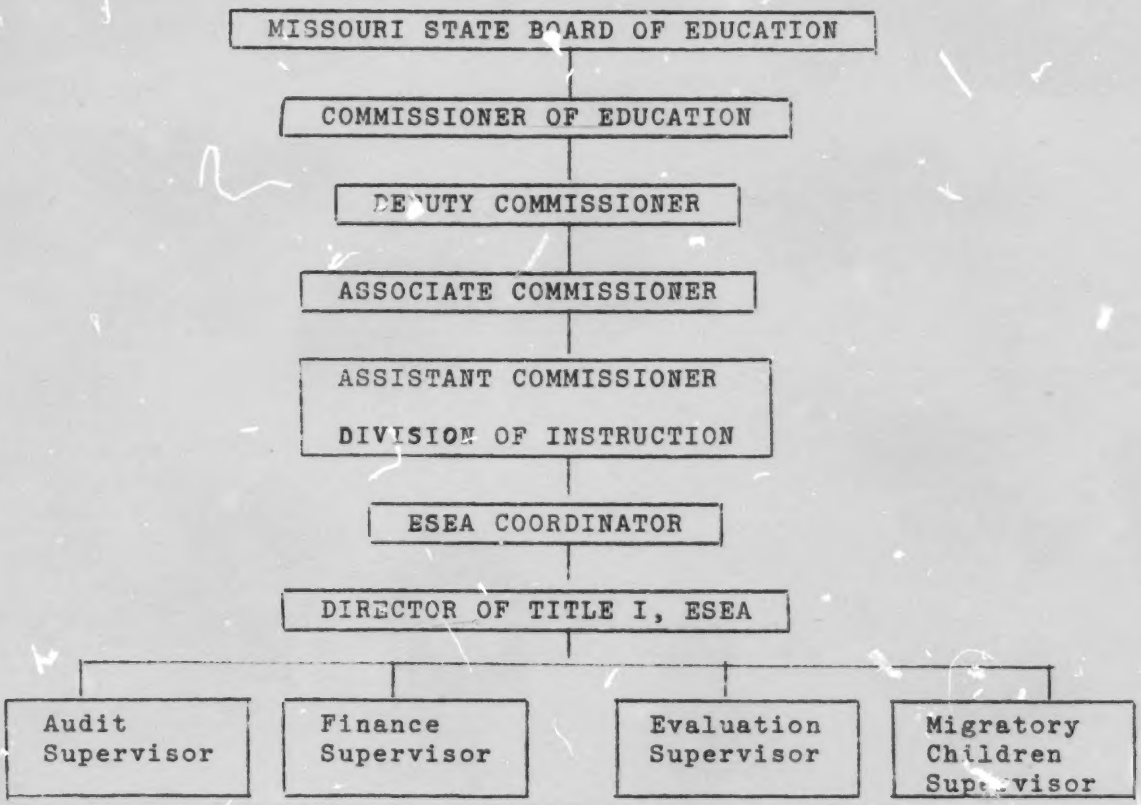
Authorization to establish the Center has been approved each year since its beginning. Authorization comes from the Missouri Department of Elementary and Secondary Education under Title I, Public Law 89-10 as amended.

The administration of the program for the Department of Elementary and Secondary Education is the responsibility of the coordinator of ESEA, Mr. Otis Baker. The State Organizational Chart indicating the placement of migrant administration in the State organizational structure can be found in Figure I.

The Director of the Migrant Center is Dr. Wayne R. McElroy.

FIGURE I

ORGANIZATION OF STATE DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION
FOR ADMINISTRATION OF
ESEA, TITLE I MIGRANT PROGRAM



II. STAFFING THE EDUCATIONAL SERVICES AND RECORDS CENTER

The personnel who staff the Center and the job description of each is as follows:

Director. His duties, directly or indirectly include all services provided by the Center.

Guidance Counselor. She is responsible for developing and directing the Career Development program. She also collaborates with other disciplines in utilizing expertise in individualizing an educational program for migrant students. She aids in recommending materials and instructional procedures and methods appropriate for migrant children.

Reading Specialist. Aids in instructional services. Diagnoses reading difficulties and writes prescriptions for use of migrant teachers in correcting the difficulties. Supervises the reading programs for migrants.

Mathematics Specialist. Assists the migrant teachers with their computational skills instruction. Helps develop tutorial programs throughout the state and promotes programs to administrators in the local school districts.

Social Worker. One who establishes and maintains contact with parents, children and the schools. She advises parents and school administrators of existing services and resources for migrant children, and assists migrant families in obtaining these services.

Librarian. One who selects library resources and instructional materials. Annotates and catalogues all materials so tutors and teachers of migrant children will be able to utilize available materials. Supervises the circulation procedures of both instructional and audio-visual materials.

Registered Nurse. Screens migratory children for health defects so they may be referred to medical doctors, dentists and others as the need arises.

Terminal Operator. A trained Migrant Center staff member who relays data between schools and the National Migrant Data Bank in Little Rock, Arkansas via teletype. There are two fully qualified Terminal Operators.

Secretary. Does all secretarial work needed for the program under the direction of the Director at the Center. Also serves as Terminal Operator and is fully qualified for this position. There is one full-time secretary.

Further Definitions

Migrant Tutor. A teacher hired by the local school district and supported by the Migrant Center to instruct those migrant students in need of the special instruction provided through the tutorial program.

The Tutorial Program. The Educational Services and Records Center provides funds to employ tutors in the several school districts who have large numbers of migrant students enrolled.

Tutors provide remedial instruction to small groups for short periods during the school day. Since the program is designed to supplement rather than supplant, a student is in the traditionally organized classroom during the regular instructional period. He receives his supplementary instruction at a time other than that scheduled for the usual classroom activities.

Migrant Child

A. Interstate. A child who has moved with a parent or guardian within the past year across State boundaries in order that the parent or guardian might secure temporary or seasonal employment in agriculture or related activities.

B. Intrastate. A child who has moved with a parent or guardian within the past year across school district boundaries within a State in order that a parent or guardian might secure temporary or seasonal employment in agriculture or related activities.

C. Five Year Migrant. A child who has been an interstate or intrastate migrant as defined above but who, along with his parent or guardian, has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.

III. PROGRAM OBJECTIVES

Principal Objectives

1. Each student participating in academic tutorial instruction will maintain or increase his previous rate of gain in the computational and communicational skills.
2. Each student participating in career development programs will demonstrate improvement in computational and communicational skills as related to the "Career Development" program developed by the Migrant Education Center.
3. Each student participating in career development programs will increase his awareness of, specific knowledge of, and general requirements of selected occupational groups.
4. All migrant students with a suspected or confirmed health or physical problem which affects his ability to learn, and for which no other resources are available, will receive complete follow-up and treatment.
5. Parents of migrant children will be made aware of social services available in the communities in which they reside.
6. The relationship between migrant families and the schools which their children attend will be improved.
7. As a result of specific inservice training, migrant tutors and supportive staff will increase their

knowledge of the migrant program, the administrative requirements of the program, and new and improved instructional methods appropriate for migrant children.

Subordinate Objectives

1. Identify migrant children as they enter Missouri.
2. Provide for each migrant student a complete educational and health record as prescribed by the National Data Bank in Little Rock, Arkansas.
3. Expand the scope of services to migrant children, particularly, in the area of career development programs.
4. Increase migrant parental involvement in, and understanding of their children's educational experiences.
5. Develop one or more pre-school pilot programs for migrant children.
6. Improve the competencies of migrant program staff members.
7. Maintain and expand the existing Migrant Materials Center.

IV. EVALUATION PROCEDURES

An evaluating team of three persons, coordinating efforts with the evaluation staff of the State Department of Elementary and Secondary Education, conducted the evaluation of the program.

The period of time covered in the evaluation was from July 1, 1974 through June 30, 1975, and the 1975 Summer Program.

The evaluation was based on information obtained from the Migrant Center staff, records, reports, test results, and on-site interview with administrators, tutors, and students in the various school districts.

Some of the information asked for in the interviews were:

1. What are the most pressing educational needs?
2. How is the migrant program coordinated with other programs?
3. How much and what kind of community involvement was there?
4. What were the major problem areas?
5. How effective do you think the program is?

Evaluation Analysis

The evaluation was to show the results the migrant program had upon the performance of the migrant children for the 1974-75 school year. The plan was to measure the learning levels at the beginning of the 1974-75 school year, then measure the levels again at the end of the same school year. This would give the difference in gain and loss in performance.

Pre and post-tests were given to evaluate results in reading, spelling, and arithmetic. The instrument used for this

was the Wide Range Achievement Test (WRAT). The WRAT was chosen because of the ease in administration, the limited time it requires for administration, and because it enjoys a positive correlation with other nationally recognized achievement tests that are more time consuming.

Further evaluation of students was accomplished by assessing student attitudes at the beginning and at the end of the year. This was done by using a scale of Student Attitudes. A copy of this scale can be found in Appendix A.

V. CHILDREN SERVED

The total number of children enrolled on the National Migrant Data Bank who were identified as migrants in the State of Missouri was 2,915. The children are located in eighteen counties with the vast majority located in what is known as the "Bootheel" which is in the Southeast corner of the State.

Initial identification of migrant children is the responsibility of the local school districts. Personnel from the Migrant Educational Services and Records Center worked with school districts in locating these children.

Figure II is a map showing the location of migrant children throughout the state. Referring to the density of the migrant population, it might be well to note that over 60 percent (1,761) of all the migrant children identified live within the borders of the three counties of Dunklin, New Madrid, and Pemiscot.

Services not available from other sources were provided through the Migrant Center. Examples of these services were: (1) 872 students were enrolled in the regular tutorial program, (2) 8 students were enrolled in a pre-school program, (3) 353 children were provided health services, (4) 131 children were enrolled in the regular summer programs.

Table I lists the different activities and participants in each. This is a duplicated count of students.

Table II shows the students from each grade level who participated in the regular year programs and the summer programs.

Table III gives an unduplicated count of all students participating in the total project.

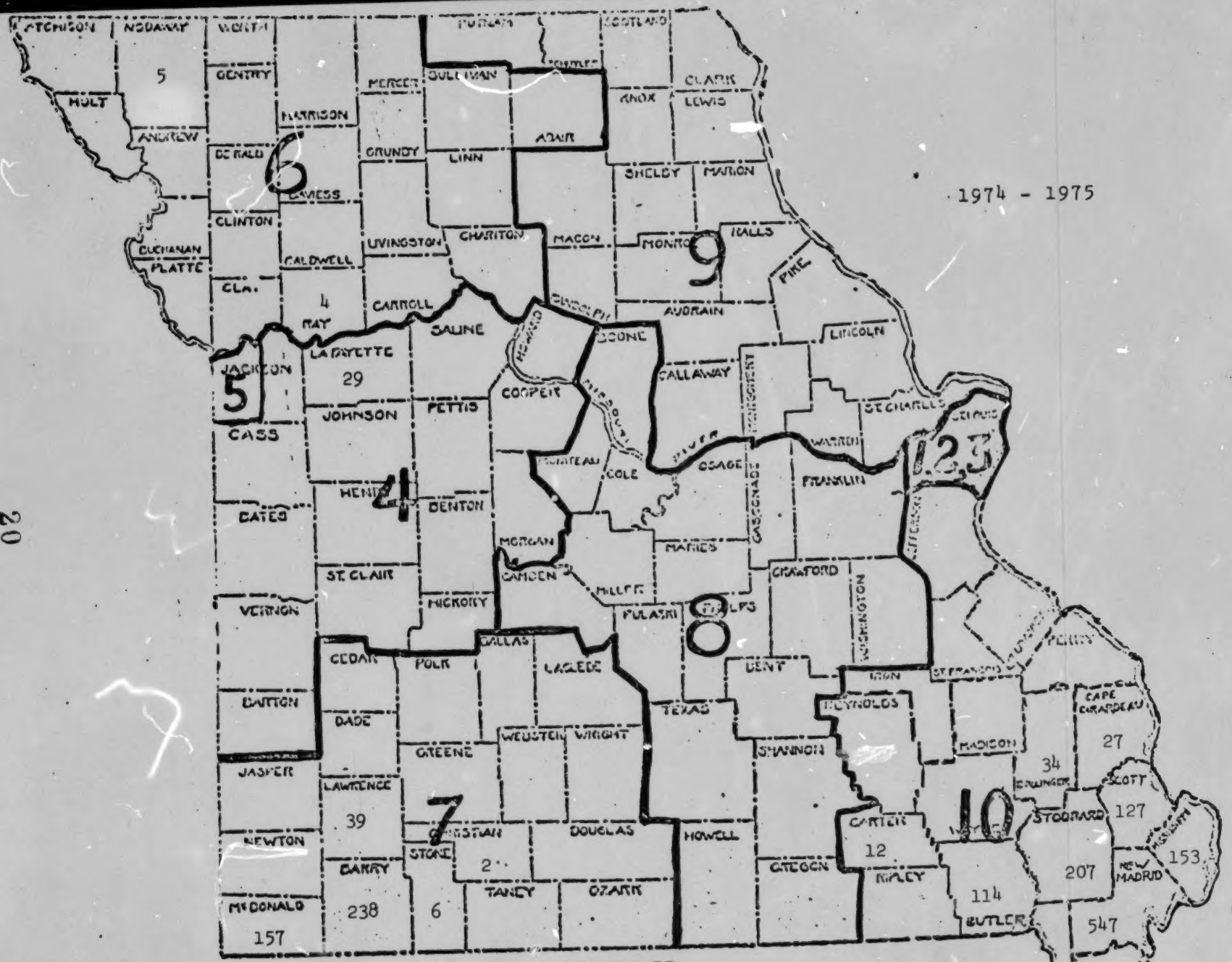


FIGURE II

Map of Missouri Showing the Ten Congressional Districts and the Number of Migrant Children in Each County

TABLE I

PARTICIPANTS BY ACTIVITIES

A C T I V I T Y	PUBLIC SCHOOLS*		
	Grades K-6	Grades 7-12	Ungraded
Basic Skills	662	191	19
Parent Programs	8	0	0
Special Health Services	258	95	0
Pre-School	8	0	0
Summer	113	3	15
Tutorial	662	191	19
Career Development	0	123	0

*There were no private schools involved

TABLE II

STUDENTS PARTICIPATING IN PROJECT BY GRADE LEVELS*

GRADE LEVEL	REGULAR YEAR	SUMMER
Pre-Kindergarten	8	
Kindergarten	13	2
Grade 1	91	21
Grade 2	98	29
Grade 3	137	29
Grade 4	107	23
Grade 5	101	11
Grade 6	95	10
Grade 7	81	
Grade 8	60	3
Grade 9	31	
Grade 10	8	
Grade 11	9	
Grade 12	4	
Ungraded	19	
TOTAL	862	128

*All students who participated in project were in public schools.

TABLE III

UNDUPLICATED PARTICIPATION OF STUDENTS FOR THE TOTAL PROJECT

GRADE LEVEL	ENROLLED IN PUBLIC SCHOOLS*
Pre-Kindergarten	14
Kindergarten	12
Grade 1	82
Grade 2	161
Grade 3	152
Grade 4	131
Grade 5	134
Grade 6	104
Grade 7	50
Grade 8	61
Grade 9	11
Grade 10	2
Grade 11	0
Grade 12	0
Ungraded	33
TOTAL	947

*Only students enrolled in public schools participated in project.

VI. IN-SERVICE TRAINING

The Migrant Center staff held numerous workshops throughout the area for the purpose of improving the program in all areas. Areas of the program where all members of the staff were involved included records, reading, math, career development, learning disabilities, behavioral objectives, health, and reality therapy.

Each workshop was evaluated by the participants. A rating scale of one through ten was used with one representing a poor rating and ten representing an excellent rating.

Table IV shows the different workshops, dates held, location, and rating given to each.

Aside from these workshops, the staff members attended professional meetings of their own particular field to gain further knowledge. These are listed below.

The Guidance Counselor

1. Attended Migrant Administrators meeting at Dexter, Mo.
2. Attended four district Counselor's meetings.
3. Attended eight professional workshops dealing with Career Development.

The Reading Clinician

1. Attended four Southeast Missouri Council of IRA Meetings.
2. Attended the Third Plains Regional Meeting of IRA at St. Louis, Missouri.
3. Attended the State IRA Meeting at Columbia, Missouri.
4. Language Experience Approach Workshop.
5. Attended Records Workshop at Little Rock, Arkansas.

The Social Worker

1. Attended inter-agency meeting in New Madrid, Missouri for the purpose of bringing together all agencies providing service to migrant families in the "Bootheel" area.

The Math Specialist

1. Attended SEMO Teachers of Math Association meeting in March.
2. Attended Records Workshop in Little Rock, Arkansas.

The Librarian

1. Visited Special Education IMC in Columbia, Missouri.

TABLE IV

AREA WORKSHOPS

WORKSHOP	LOCATION	DATE	NO. PRESENT	RATING
Records	Malden	10/3/74	39 + 5 staff	9.3
Records	Sikeston	10/4/74	24 + 5 staff	9.3
Records	Exeter	10/29/74	17 + 2 staff	9.6
General Reading LD Audio Visual Math Career Dev. Behavioral Obj.	Cape	11/20/74	114 + 5 staff	8.7
Math & Reading	Gideon	1/13/75	29 + 3 staff	8.5
Math & Reading	E. Prairie	1/14/75	28 + 4 staff	8.5
Math & Reading	Oran	1/15/75	21 + 4 staff	9.56
Math & Reading	Kennett	1/16/75	36 + 3 staff	8.85
Career Dev.	Malden	2/13/75	11 + 2 staff	4.6 based on 5 pts.
Reality Therapy	Hornersville	3/3/75	44 + 2 staff	9.4
Reality Therapy	Sikeston	3/4/75	32 _ 4 staff	8.9
Reality Therapy	Dexter	3/5/75	42 + 2 staff	9.5
Health Records	Malden	3/21/75	26 + 4 staff	9.8
General Reading Math Career Dev. Records LD	Cape	8/4-9/74	52 + 8 staff + 5 session leaders	9.7

VII. SPECIAL SERVICES

The Migrant Center provided special services to aid migrant children in their educational programs. This was done through the work of a guidance counselor, reading clinician, social worker, math specialist, and librarian.

Listed below is the staff member and the services rendered by that member.

The Guidance Counselor

1. Held five Career Development Workshops.
2. Presented Career Development Program at the National Migrant Convention at New Orleans, La.
3. Presented Career Development as a part of the Migrant Program at State Vocational Meeting, Columbia, Mo.
4. Held pre-school workshop for summer program at Bernie, Mo.
5. Served as consultant to two schools writing Career Development Guides, grades K-12.
6. Served as developer/demonstrator to Title III facilitators from South Carolina.
7. Wrote syllabus, working agenda, and planned framework for workshop to write the MELD Guide for Career Development.
8. Wrote guide, "Occupational Information Resource Guide", for a senior high school.
9. Field trips taken with Career Development students.
10. Named Developer/Demonstrator for Career Development for

Missouri by being validated by the Department of Elementary and Secondary Education, and Washington, D.C.

The Reading Clinician

1. Planned 10 workshops.
2. Conducted 4 reading workshops.
3. Brought teachers from six schools to visit the Migrant Center Library.
4. Made 296 contacts with schools to offer services for the migrant child.

The Social Worker

1. Made home visits and explained the purpose of the Migrant Program.
2. Held meetings with persons in various community agencies to explain purpose of program.
3. Prepared an in-depth home study for utilization by Juvenile Officer.
4. Held several meetings with teenage groups to assist with problems.
5. Assisted families in getting food stamps, pre-natal assistance for teenagers, emergency food, and emergency clothing.
6. Worked with the "Get Ready" Program for pre-school children.
7. Worked with Parent Group for more involvement.

The Math Specialist

1. Helped conduct records workshops.
2. Conducted Math Workshops.
3. Assisted 26 schools with children with special math problems.
4. Set up programs in Lexington and Wellington-Napoleon for apple pickers.
5. Set up tutorial programs in nine school districts.
6. Made 302 visits with schools to offer services to the migrant child.

The Librarian

1. Served as instructor for participants in migrant workshop.
2. Advised each migrant tutor on materials of the first month's library collection, gathered same, and sent to each teacher the following day after the visit.
3. Made slide presentation on library services to migrant children in College classes.
4. Prepared extensive display of all new library materials for migrant workshop in November.
5. Prepared program for preschool parent group.
6. Spent time assisting numerous college faculty and students in selecting materials for class presentations, workshops, and institutes.

Other services were rendered by the Migrant Center staff which can be found in Chapters VIII and IX. A listing of the collateral contacts and referrals made by the social worker can be found on page 22.

COLLATERAL CONTACTS AND REFERRALS
MADE BY SOCIAL WORKER

1.	Dr. Gabin, Pediatrician, Caruthersville	1
2.	Bank of Gideon	1
3.	Gideon Post Office	1
4.	Rural Missouri Incorporated, Hayti	2
5.	Dunklin County Public Health	2
6.	SEMO Mental Health, Kennett	3
7.	DELMO Health Office, Lilbourn	3
8.	New Madrid County Public Health	1
9.	New Madrid County Welfare Office	
10.	D.A.E.O.C. at Parma	1
11.	Parma Post Office	1
12.	Dr. Barnes, Dentist, Portageville	3
13.	Dr. L. B. Painter, Portageville	1
14.	Scott County R-6 Learning Center	2
15.	Sikeston Regional Diagnostic Clinic	8
16.	Poplar Bluff Regional Diagnostic Clinic	2
17.	Sikeston Juvenile Officer	2

VIII. SUPPORTIVE SERVICES

The Migrant Center had on its staff a registered nurse who was employed half-time. It was through her position that health services were rendered.

Services were provided for 353 migrant children. Two hundred fifty-eight of those services were elementary students. 95 were secondary students, two hundred fifty-six were one-year migrants and 97 were five-year migrants. Services provided were dental examinations and repair, visual examinations and glasses, physical examinations, immunizations, medication for chronic and temporary conditions, hospitalization and surgery, x-ray and setting of broken bones, audiometric screening, referral to other health agencies, emergency care of accidents, and screening of migrant students in schools where no school nurses were employed.

The number of children served increased from last year by 160. Greater participation was due to several factors-increased dissemination of information to schools previously not aware of the services, and increased efforts on the part of staff in schools who were aware of migrant health services. Previously, the program's service priority was to the one-year migrants. This year, both one and five year migrant students were given health services with no restrictions.

Table V shows the various health services rendered to migrant children through the Migrant Center for the 1975 fiscal year.

A copy of the Health Service Policies Statement describing the services can be found in Appendix B. Example of the Health Referral Form and Instructions are shown in Appendix C.

TABLE V

HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH THE MIGRANT CENTER PROGRAM FOR THE 1975 FISCAL YEAR

Grade Level Served		School District	Type of Service Rendered				Total Cost of Services Actually Delv'd to Children	Total Number Served	Estimated Cost Not Complete at This Time**	Migrant Status	
Elem.	H.S.		Dental	Visual	Physical	Other				1 yr	5 yr
0	0	Bell City	0	0	0	0	0	0	0	0	0
1	1	Clarkton	0	2	0	0	$ 100.00	2	$ 20.00	2	0
25	0	Cooter	15	19	2	1 Surgery 25 Screening	2,132.30	25	406.70	13	12
3	3	Charleston	4	6	1	1 Accident	245.00	6	235.00	6	0
0	0	Bernie	0	0	0	6 Clothing	0	0	0	0	0
0	0	Dexter	0	0	0	0	0	0	0	0	0
0	0	Delta C-7	0	0	0	0	0	0	0	0	0
12	3	East Prairie	6	7	1	2 Audio 1 Skin Disorder	1,206.00	15	459.00	13	2
0	2	Exeter	1	1	0	1 Audio	450.00	2	15.00	2	0
0	1	Van Buren	0	0	0	1 Accident	18.00	1	6.00	1	0
0	0	Galena	0	0	0	0	0	0	0	0	0
42	26	Gideon	17	32	8	19 Medicine 5 Pediculosis 8 Immunizations 5 Parasites 1 Hospitalization 1 Eye Injury	1,621.94	68	1,457.56	42	26
12	10	Jackson	17	3	11	1 X-Ray 3 Medicine 1 Audio	2,092.51	22	157.00	16	6
4	1	Kennett	2	1	1	2 Audio 1 Injury	6.00	5	125.00	5	0
0	0	Lexington	0	0	0	0	0	0	0	0	0
6	6	Malden	4	7	0	1 Injury	222.00	12	58.00	10	2
3	0	McCarty R-III	1	11	0	0	192.50	3	13.00	3	0
0	0	Monett	0	0	0	0	0	0	0	0	0
1	4	Mt. Vernon	1	3	0	1 Psychological Evaluation	233.00	5	118.00	5	0

TABLE V (Cont'd)

HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH
THE MIGRANT CENTER PROGRAM FOR THE 1975 FISCAL YEAR

Grade Level Served		School District	Type of Service Rendered				Total Cost of Services Actually Delv'd to Children	Total Number Served	Estimated Cost Not Complete at This Time**	Migrant Status	
Elem.	H.S.		Dental	Visual	Physical	Other				1 yr	5 yr
2	0	Neelyville	2	2	2	2 Screening	212.72	2	16.28	2	0
52	12	New Madrid Cy.	25	29	13	2 Hospitalization 7 Impetigo 8 Medication 3 Accident 5 Ear Infection 3 Audio	2,010.10	64	730.00	46	18
0	0	Nixa	0	0	0	0	0	0	0	0	0
0	0	Nodaway-Holt	0	0	0	0	0	0	0	0	0
13	9	North Pemiscot	11	10	1	1 Injury	1,103.25	22	409.75	15	7
2	3	Oran	5	0	0	0	88.50	5	11.50	5	0
1	0	Puxico	0	0	1	1 Infection	12.50	1	7.50	0	1
4	0	Richland R-I	4	2	3	1 Immunization 1 Surgery (T&A) 1 Audio	411.50	4	79.00	4	0
30	2	Risco	23	17	0	3 Medication 30 Screening	32.00	32	1,453.00	19	13
0	0	Scott Cy. R-IV	0	0	0	0	0	0	0	0	0
0	0	Scott Cy. R-V	0	0	0	0	0	0	0	0	0
9	1	Senath-Hornersville	0	10	0	0	243.50	10	276.50	7	3
0	0	Stet R-XV	0	0	0	0	0	0	0	0	0
20	3	Southland	21	2	0	0	678.00	23	1,492.00	17	6
2	1	Sikeston	2	1	0	0	0	3	75.00	3	0
13	7	Twin Rivers	16	3	0	1 Medication	258.90	20	368.00	20	0
0	0	Verona	0	0	0	0	0	0	0	0	0
0	0	Waverly	0	0	0	0	0	0	0	0	0
0	0	Wellington-Napoleon	0	0	0	0	0	0	0	0	0

TABLE V (Cont'd)

HEALTH SERVICES RENDERED TO MIGRANT CHILDREN THROUGH
THE MIGRANT CENTER PROGRAM FOR THE 1975 FISCAL YEAR

Grade Level Served		School District	Type of Service Rendered				Total Cost of Services Actually Delv'd to Children	Total Number Served	Estimated Cost Not Complete at This Time**	Migrant Status	
Elem.	H.S.		Dental	Visual	Physical	Other				1 yr	5 yr
0	0	Wheaton	0	0	0	0	0	0	0	0	0
0	0	Woodlawn R-IV	0	0	0	0	0	0	0	0	0
1	0	Zalma	0	0	0	0	0	0	60.00	0	1
258	95	41 Schools	177	169	44	156	$13,570.22 ($21,629.01 - Total encumbered FY-75)	353	$8,058.79	256	97

**1. Child moved from school district.
2. Service in process and not complete at time of report.
3. Family cooperation poor (in a very few cases).

IX. RESOURCE CENTER LIBRARY

The library houses all books, filmstrips, cassettes, and most of the equipment used in the migrant program. It is housed on the University Campus in Kent Library. The staff consists of one professional librarian, one certified librarian (assistant librarian) and part-time student help. Delivery of materials to schools in Southeast Missouri was once a month. Delivery to other parts of Missouri was every 60 to 90 days with mail deliveries possible in case of need.

Many new materials and pieces of equipment were added to the library during the year. Areas emphasized in new purchases included self-concept, getting along with others, health and nutrition, career awareness for elementary students, supplementary career development materials for junior and senior high school students.

A new edition of the library catalog, approximately 18 months in preparation, was completed and distributed to schools in March, 1975.

To the library catalog were added (where appropriate) a 28-page catalog of all career education materials and equipment available to migrant junior and senior high school career development programs.

Circulation of library materials and equipment increased over the past year. There was a heavy increase in the use of filmstrips and cassettes that match books, in readalong kits and in educational games.

Table VI shows the materials and equipment circulated from the Library for the year 1974-75.

TABLE VI

EQUIPMENT & MATERIALS CIRCULATED FROM
RESOURCE CENTER LIBRARY FOR 1974-75 SCHOOL YEAR

BOOKS	16,821
Paperback books (for RIF give-away programs)	2,310

EQUIPMENT

Audiometer	1
Cassette Tape Recorders	99
Carousel Projector	2
Controlled Readers	23
Ear Phones	48
Easels	4
Fact pacers	9
Filmstrip Projector	29
Filmstrip Previewers	48
Flannel Boards	6
Flash-X	6
Language Masters	7
Listening Stations	10
Multiputer	5
Overhead Projector	1
Pacers (cassette)	9
Record Players	24
Reel-to-reel Tape Players	12
Screen	2
Super 8mm film Loop Projector	9
Tach-X	22
Telebinocular	1

MATERIALS

Chart Sets	19
Controlled Reader Filmstrip Sets	112
Controlled Reader Manuals	91
Filmloops 8mm	228
Films 16mm	173
Games, boxed	2,079
Filmstrips	464
Flash-X Card Sets	8
Kits, L. A.	125
Kits, Math	146
Kits, etc.	285
Language Master Card Sets	52
Records	459
Readalongs, W. D.	243
Readalongs, Checkered Flag Series	108
Readalongs, Other	1,004

TABLE VI (Cont'd)

EQUIPMENT & MATERIALS CIRCULATED FROM
RESOURCE CENTER LIBRARY FOR 1974-75 SCHOOL YEAR

Study Prints	86
Tach-X Filmstrip Sets	25
Tach-X Manuals	24
Puzzles	149
Tapes--Cassettes	2,220
Tapes, Reel-to-Reel	577
Workbooks, students (Reading)	1,624
Workbooks, T. E.	338
Workbooks, Career Development, Students	1,829
Workbooks, Career Development, TE	98
Posters	56

X. PROGRAM INTEGRATION

When a migrant student first entered a school his regular classroom teacher, the migrant tutor, and the counselor cooperated to find the educational needs of the student. If it was found that the student needed extra help the tutorial services became available to him.

When tutorial services were used, the migrant student was placed with a migrant tutor. Information concerning this student was placed in the hands of the tutor. As his program progressed his regular teacher was informed of his progress. Some students were able to leave the migrant tutor and return to their regular classes, permanently.

The tutorial program was a supplemental program and complimented the regular program very well. The two programs correlated well.

In all cases, where the school district could not furnish services needed by the migrant student, the Migrant Center made available its services.

It was found that migrant tutors, regular teachers and administrators worked well together to try to reduce the problems of the migrant children.

Relationship with regular Title I Program. The relationship between the Migrant Program and the regular Title I program was such that any students who were eligible for regular Title I services, and they were available, were not eligible for those same services under the Migrant Program. When planning programs

for the schools, great care was taken to avoid duplication of services.

Coordination with non-Title I Programs. All migrant children were provided the same school services through district funds as those provided to all school children within the district.

Facilities and Equipment. Schools furnished the necessary facilities and utilities. Most schools had good classroom facilities, although there was one or two cases where the tutor had to travel to different rooms rather than having a permanent room.

Instructional equipment which was available to the regular classroom teacher was also available to the migrant tutor. When equipment was not furnished by the school district, the Migrant Center furnished it where needed.

Non-Public School Participation. There was no non-public school participation in the Migrant Program in the school district reviewed in this area. The reason for this is that there are relatively few non-public schools in this area which have a significant number of migrant children. All non-public schools were made aware of the availability of the services.

Community-Involvement. All segments in the communities were invited to participate in the Migrant Program. In some communities, as in the past, businesses and service clubs provided aid in various ways, such as purchasing glasses and clothing for children. Interested parents provided transportation for migrant children in need of special services.

XI. DISSEMINATION

Dissemination of information on the migrant program was done in several ways. Much of the information was disseminated through the various workshops conducted by the Migrant Center staff.

More notice was given in the newspapers than in the past. Among the newspapers that participated in dissemination were: The Commercial Appeal, Memphis, Tennessee; Ozark Beacon, Poplar Bluff, Missouri; The Semo Guide, Malden, Missouri; Malden Press-Merit, Malden, Missouri; The Joplin Globe, Joplin, Missouri; Springfield Leader Press, Springfield, Missouri; Courier News, Blytheville, Arkansas; The Bluffer, the Senior High School newspaper in Poplar Bluff, Missouri.

Other ways of disseminating information about the program were:

1. Information was presented in radio programs.
2. Numerous meetings throughout the area.
3. Visitations of Migrant Center Staff members to service clubs, schools, etc.
4. Publications distributed by the Migrant Center.
5. Speakers from the Migrant Center made presentations throughout the year to business organizations, service clubs, schools, colleges, etc.

XII. EXEMPLARY PROGRAMS

The Career Development programs began two years ago. The first year they were instituted in three schools, were expanded to seven schools last year, and to nine schools this year. All of the tests used in this program were refined and the programs themselves were re-evaluated by the staff at the Migrant Records Center and the tutors involved in the program.

The program was again aimed mainly at the junior high school age students. There was a high school program added this year.

Basically, the program was unchanged from last year. Emphasis was on a pre-vocational curriculum built upon the basic skills approach.

The major objectives of the program were:

1. Student Self-Appraisal
2. Concepts and Basic Skills
3. Transition and Evaluation: Student and Community

The units emphasized in the Career Development program were:

1. What Kinds of Jobs Can You Choose
2. What Can You Offer the World of Work
3. What Does the World of Work Offer You
4. Moving To a New Place
5. Looking For a Job
6. Using the Want Ads
7. Answering the Want Ads

8. Filling Out Forms-Application and Medical
9. The Interview
10. Selecting a Job
11. The First Day on the Job

Unit tests were given on each unit. The results of each test taken by all students from all schools can be found in Table VII.

At the end of the school year a team of four teachers, a guidance counselor and a consultant from the Migrant Children's Educational Program wrote the MELD Guide for Career Development during the four week period of June 9 to July 6, 1975.

One week was used for researching materials; one week for evaluating materials, one week for writing the contents of the Guide; and one week for writing the bibliography, ordering materials and writing tests for the six domains.

TABLE VII

RESULTS OF EACH UNIT TEST
FROM ALL STUDENTS IN ALL SCHOOLS*

UNIT TEST	Students Taking Test	PERCENTAGE		
		Pre-Test Median	Post-Test Median	Percent of Increase
#1 What Kind of Jobs Can You Choose	53	61.91	77.39	25.02
#2 What Can You Offer The World of Work	64	42.94	59.61	38.83
#3 What Does the World of Work Offer You	59	51.39	60.12	16.99
#4 Moving to a New Place	55	43.[illegible]	72.00	66.53
#5 Looking For a Job	47	67.83	88.13	29.92
#6 Using the Want Ads	53	59.01	78.85	33.47
#7 Answering the Want Ads	51	64.47	88.47	37.23
#8 Filling Out Forms- Application and Medical	49	64.53	85.92	33.14
#9 The Interview	9	69.24	83.04	19.93
#10 Selecting a Job	12	47.67	64.50	35.31
#11 The First Day on the Job	7	51.14	72.86	42.46

*These results do not include the test results for the "Senior High Occupational Information Test". Those results are as follows:

Number of Students Taking Test	30
Pre-Test Median	75.53
Post-Test Median	82.47
Percent of Increase	9.18

The "Get Ready" Program, Gideon, Missouri

This program began in February 1974 and was continued this year. It is for pre-school children between the ages of two and five years. The pre-school instructor was assisted by two parent aides. Transportation of the pre-school children was provided through a contract with the Gideon Schools.

Goals of the "Get Ready" program were:

1. Language development
2. Motor development
3. Creativity
4. Positive self-image
5. Good nutrition
6. Medical attention
7. Knowledge of time concepts
8. Knowledge of body image
9. Cleanliness through better health habits

The instructor used the following teaching methods throughout the year:

1. Individualized instruction
2. Speaking, listening and audio-visual aids
3. Educational toys and games
4. Exploration, experimentation and new experiences
5. Music, art, free play
6. Sharing through play activities
7. Story telling how (child tells story to rest of class)

With the assistance of the parent aides, the children's emotional development and self-concepts were found to be more positive.

An evaluation was made on the children at the end of the school year. The California Pre-School Test was used in the form of a pre-test and post-test. The results of these tests and the percentage of increase can be found in Table VIII.

An evaluation check-list was also used in the Pre-School program in the different areas where the objectives were to be achieved. There was a pre and post rating to find out how many students were able to achieve the objectives. The results of this evaluation are found in Table IX.

The parents involved in the program attended some form of workshop every two weeks. The objectives of this program were:

1. To develop a positive attitude toward school
2. To take a more active interest in the child's education
3. To create a more desirable relationship with the school
4. To give the parents full information regarding the child's growth
5. To increase parents ability in interacting with their children and other community members
6. To have parents give service to the school

To accomplish these objectives the following activities were used:

1. Superintendent of schools spoke to the group on "Education and the Pre-school child".

2. Parents and pre-schoolers went on a tour of Gideon Bank.
3. Parents participated in role-playing the 2-5 year old pre-schooler.
4. Clinical psychologist spoke to group on the developmental stages of the child, two to five years of age.
5. Migrant Center Librarian did puppet presentation to show creativity.
6. Held informal discussions on "adults' sensitivity to child".
7. School nurse talked with parents on diseases and their treatments.
8. Group session on "discipline and the man's role".
9. Parents made bean-bags for pre-schoolers to use in the classroom for balancing.
10. Lending library for parents to use books at home with their children.
11. Parents made Easter baskets for pre-schoolers egg hunt.
12. Parents assisted in preparation of notebooks for children to take home.
13. Parents participated in learning games to be used at home with children.

TABLE VIII

CALIFORNIA PRE-SCHOOL TEST RESULTS
FOR
STUDENTS IN THE "GET READY" PROGRAM

STUDENT NUMBER	PERCENTAGE		
	Pre-Test*	Post-Test**	Increase
1	46	76	30
2	46	43	-3
3	68	81	13
4	46	81	35
5	4	16	12
6	33	81	48
7	18	59	41
8	17	8	-9

*Pre-test was administered August 29, 1974.

**Post-test was administered May 9, 1975.

TABLE IX

PRE-SCHOOL EVALUATION CHECKLIST

		August 29, 1974 Pre-Test		May 9, 1975 Post-Test	
		%Yes	%No	%Yes	%No
I.	Language Development				
	Uses simple, complete sentences of at least 3 words	88	12	88	12
	Uses I, you, me fairly well	88	12	88	12
	Responds to prepositions-put the toy on the chair, under the table	75	25	100	--
II.	Motor Development				
	Can roll a ball	100	--	100	--
	Can throw a ball	88	12	100	--
	Can jump in place	62	38	100	--
	Balances on one foot for 5 seconds	50	50	75	25
	Can string large beads	100	--	100	--
	Copies drawing of a circle	50	50	50	50
	Uses scissors with control	38	62	50	50
III.	Creativity				
	Uses play dough to make objects	100	--	100	--
	Plays adult roles in free play	75	25	88	12
IV.	Self-Image				
	Knows own sex	100	--	100	--
	Knows mother's and father's names	75	25	88	12
V.	Nutrition				
	Tries new foods willingly	75	25	88	12
	Uses proper table manners	75	25	100	--
VI.	Medical				
	Appears healthy.	100	--	100	--
VII.	Time Concepts				
	Knows the day of the week	--	100	24	75
	Knows own birthdate	--	100	62	38
	Knows the meaning of yesterday	--	100	--	100
	Knows the meaning of tomorrow	--	100	--	100
VIII.	Body Image				
	Knows body parts	75	25	100	--
	Distinguishes right and left	--	100	75	25
IX.	Cleanliness and Health Habits				
	Uses the toilet independently	100	--	100	--
	Washes and dries his hands	100	--	100	--
	Shares in cleaning and tidying up the classroom	100	--	100	--
	Uses a tissue properly to blow his nose	100	--	100	--

XIII. PROGRAM EFFECTIVENESS

The effectiveness of the program was evaluated by (1) using the Wide Range Achievement Test and a Scale of Student Attitudes, and (2) an evaluation team of three persons visiting the different school districts. The test results and the Scale of Student Attitudes will be discussed here. The results of the evaluation team's observations will be discussed in the following chapter.

Data pertaining to the instructional activities of reading, spelling, and math is presented in this section.

The evaluation instrument used was the Wide Range Achievement Test (WRAT). It was administered in small groups. Children were given a pre-test and a post-test where possible. In some instances, the child received only a pre-test and was gone before a post-test could be administered. This accounts for the discrepancy between the total number of students enrolled in the tutorial program and the total number in both Table XI and Table XII.

The school districts in the tutorial program and the number of children who were given both a pre-test and a post-test are found in Table X.

Table XI gives the results of the tests in reading, spelling and math as well as the number of students tested in each grade level. The results are presented in means as a mean gain or mean loss for each area and grade level. The data includes only the results of the students who were given both the pre-test and the post-test.

From the results of the tests it must be said that the tutorial program was successful. There was not one grade level which showed a loss. The smallest gain was .167 in kindergarten. The gains were very good from grade eight through twelve. The largest gains were made in the area of math.

The Scale of Student Attitudes, located in the Appendix, was used to try to ascertain the difference in students' attitudes toward school at the beginning of school and at the end of school. The students attitudes were rated by tutors once within the first two weeks they were in school and again during the last week of school. The results of these ratings are shown in Table XII.

Consideration must be given to the fact that the migrant family is highly mobile and these students seldom get to remain in one school for any great length of time during their formal education. Furthermore, in most instances, their total days attendance during the academic year falls below that of students not identified as migrants. Table XIII shows the time that migrant students attended school for the 1974-75 school year. Their attendance was good. It had improved considerable over the past years. It was felt by the evaluation team that the improvement of the program in general had much to do with the good attendance of the students. It was also found that migrant students enroll for a longer period of time in school than in the past.

TABLE X

SCHOOL DISTRICTS AND THE NUMBER OF MIGRANT CHILDREN TO WHOM A PRE-TEST AND POST-TEST IN READING, SPELLING, AND ARITHMETIC WERE ADMINISTERED

SCHOOL DISTRICT	NUMBER TESTED
CLARKTON	24
COOTER	20
DELTA C-7	6
EAST PRAIRIE R-II	71
EXETER R-VI	29
GIDEON NO. 37	65
KENNETT NO. 39	14
MALDEN	27
MC DONALD COUNTY	55
MONETT	22
NEW MADRID R-I	81
NORTH PEMISCOT R-I	27
ORAN R-III	13
PEMISCOT R-III	20
PUXICO R-VIII	35
RISCO R-II	17
SENATH C-8	66
SOUTHLAND C-9	42
TOTAL	634

TABLE XI

WRAT TEST RESULTS FOR EACH GRADE LEVEL
DURING THE REGULAR PROGRAM

		MEANS RESULTS								
		READING			SPELLING			MATH		
GRADE	NUMBER PUPILS TESTED	PRE-TEST	POST-TEST	GAIN	PRE-TEST	POST-TEST	GAIN	PRE-TEST	POST-TEST	GAIN
K	3	.467	.633	.167	.733	.967	.233	.700	.933	.233
1	59	1.149	2.041	.892	1.156	1.883	.727	1.344	2.183	.839
2	78	2.273	3.176	.903	1.946	2.837	.891	2.238	2.944	.705
3	114	3.329	4.048	.718	2.855	3.539	.684	2.887	3.704	.817
4	83	3.904	4.605	.701	3.382	4.266	.884	3.566	4.372	.806
5	76	4.945	5.445	.500	4.626	4.887	.261	4.388	5.209	.821
6	77	5.079	5.792	.713	5.214	5.244	.030	4.403	5.226	.823
7	59	5.424	6.090	.666	5.168	5.541	.373	4.742	5.603	.861
8	36	6.017	6.944	.928	5.703	6.450	.747	4.556	5.906	1.350
9	18	7.144	8.533	1.389	6.183	7.194	1.011	6.433	8.117	1.683
10	4	10.150	11.125	.975	8.800	10.150	1.350	8.850	10.525	1.675
11	4	11.900	13.325	1.425	9.875	10.850	.925	8.750	10.125	1.375
12	4	11.300	11.400	.100	8.625	9.500	.875	8.900	10.850	1.950
UNGRADED	19	2.258	3.079	.821	2.226	3.105	.879	2.695	3.763	1.068

NOTE: All pre-tests, post-tests, and gain scores are shown in grade equivalent.

TABLE XII

SCALE OF STUDENT ATTITUDES'

BY GRADE LEVEL FOR THE REGULAR PROGRAMS

GRADE	NUMBER OF PUPILS RATED	MEANS		PERCENTAGE	
		PRE-RATING	POST-RATING	GAIN	LOSS
K	10	20.20	22.30	10.40	
1	72	19.44	21.32	9.64	
2	86	20.69	22.46	8.60	
3	118	21.45	22.76	6.12	
4	94	20.40	22.07	8.19	
5	83	19.05	21.42	12.46	
6	83	19.87	21.80	9.70	
7	73	21.50	22.32	3.81	
8	43	21.42	23.02	7.50	
9	25	20.72	22.32	7.72	
10	7	22.43	22.14		1.27
11	6	23.67	24.17	2.11	
12	4	24.25	24.75	2.06	
UN-GRADED	22	18.14	20.36	12.28	

NOTE: The percentage of gain for Kindergarten should be read as 10.40% gain.

TABLE XIII

SCHOOL ATTENDANCE FOR MIGRANT STUDENTS

FOR THE 1974-75 SCHOOL YEAR

GRADE LEVEL	AVERAGE DAYS ENROLLED	AVERAGE DAYS PRESENT	PERCENT OF ENROLLED TIME PRESENT
K	163	152	93.2
1	139	127	92.1
2	144	137	94.7
3	143	134	94.4
4	161	143	93.4
5	155	148	95.1
6	152	144	94.7
7	153	143	92.8
8	167	157	93.5
9	164	154	93.0
10	176	164	93.3
11	175	164	93.7
12	175	167	95.8
UN-GRADED	173	160	92.2

XIV. PROGRAM CRITIQUE

There were 2915 students designated as migrant children in the State of Missouri for the 1975 Fiscal Year. Last year a total of 2304 children were identified. Eight hundred seventy-two of the 2915 children were enrolled in tutorial programs during the regular school year, and 128 were enrolled in the regular summer program. No migrant children were enrolled in a non-public school.

During the 1975 Fiscal Year and the 1975 Summer program, 44 tutors were employed. Thirty-one tutors worked during the regular school year and 13 worked in the summer program. In addition to these, 14 aides were added.

In visiting the various schools and observing programs in progress, the evaluating committee found certain strengths and weaknesses. Among the strengths were:

1. The programs of Career Education are located in nine schools. Through these programs students have been made more aware of job opportunities.
2. A low teacher-pupil ratio in most instances
3. A strong and continuous in-service training program. The migrant staff works hard in this direction.
4. There is a complete willingness to try new ideas and improve programs already in existence.
5. Rapport, in general, is good between migrant program personnel and regular school district personnel.

6. The enthusiasm and ability of the entire Migrant Resource Center staff
7. There is an abundance of supplies for tutors to work with.
8. The students self-image has been improved through the program.
9. The caliber of teachers in the tutorial program is equal to that of the regular classroom teachers.
10. Health Services provided
11. The Resource Center Library

Among the weaknesses were:

1. The staff needs to be enlarged to meet the needs of the program.
2. In some areas migrant teachers need to make more home visits.
3. Community involvement in some communities is very weak.
4. Communications between parents and the schools needs to be improved.
5. The Resource Center Library is still housed in too small an area.
6. Scheduling of some students in classes is poor.
7. Although more students are in the program from the high schools, there is still a lack of high school students in the program.
8. Some tutors still do not have classrooms of their own but must travel from room to room.
9. Regular classroom teachers are uninformed about the program to the extent that they do not understand its purpose and objectives.

XV. SUMMER SCHOOL PROGRAM

The summer programs began in June and lasted from six to eight weeks.

The evaluation team found that the schools focused their programs basically on reading, math and language arts. In nine schools (Malden, Gideon, Kennett, Parma, New Madrid, Portageville, Senath, East Prairie and Lilbourn) these basic skills were presented through a program which was highly motivational with formal instruction de-emphasized. The program had three components. (1) Paper back book give-away. Books were awarded in proportion to the number of books read. (2) a game center using games which reinforced reading, math and spelling skills and (3) a listening center, both for pleasure and reinforcement of skills. All materials were furnished by the Migrant Resource Library. Table XIV shows that most grade levels made some gain in reading, spelling and math. Tutors, also, gave help in the other academic areas when they found the need.

The Patchwork Players, a drama troupe of university students, presented plays each of which embodied a lesson or concept. These were used later by the teachers to open discussions in their groups. Parents were invited to these presentations as a means of obtaining more parental involvement.

The specific purpose of the drama troupe was to, through an entertainment format utilizing improvisation, mime, and song, develop within the students the following characteristics:

1. A sense of personal worth
2. Acceptance of proper values, moral and ethics
3. Correct personal hygiene
4. Awareness of artistic and cultural ideas

The objectives of the summer school programs were somewhat varied from school to school. In general, however, the objectives were to:

1. Provide education services
2. Raise achievement level in the subjects taught
3. Provide some recreational services

The facilities in some cases were better than average. The school day usually began between 7:30 a.m. and 8:30 a.m. and ended around 1:30 p.m. Lunches were available for students.

Materials and supplies were in ample supply, and those not furnished by the school district were furnished by the Migrant Resource Library.

On the basis of the information obtained by the Evaluation Committee from visits in the schools, the following conclusions were drawn:

1. Attendance was good
2. Students received highly motivational programs
3. Students were given a good instructional program
4. Parental involvement was lacking
5. Regular classroom teachers were often uninformed about the program.

The following recommendations are offered:

1. Schools should set up specific objectives and go over these with the migrant tutors.
2. There should be an effort made to try to interest parents of migrant children in the program.
3. More programs such as the Patchwork Players should be offered.

Objective data pertaining to the summer program was gathered. The instrument used was the Wide Range Achievement Test (WRAT). Students were given a pre-test and a post-test. The results of these tests are found in Table XIV.

The Scale of Student Attitudes was used in the summer program. Table XV shows the results of student attitudes.

Attendance in the summer program was checked to see if the students were attending with any regularity or on an off-and-on basis. It was found that attendance was good. The evaluators were pleased with the attendance in this program. Again, it was felt, as in the regular program, that the overall emphasis and improvement in the summer program was a major factor in the attendance being what it was.

Table XVI gives the days enrolled and attended, and the percent of attendance by the students by grade level.

TABLE XIV

WRAT TEST RESULTS FOR EACH GRADE LEVEL

DURING THE SUMMER PROGRAM

GRADE	NUMBER PUPILS TESTED	MEAN RESULTS											
		READING				SPELLING				MATH			
		PRE-TEST	POST-TEST	GAIN	LOSS	PRE-TEST	POST-TEST	GAIN	LOSS	PRE-TEST	POST-TEST	GAIN	LOSS
1	15	1.487	1.820	.333		1.647	1.807	.160		1.613	1.873	.260	
2	23	3.013	3.530	.517		2.648	2.939	.291		3.017	3.048	.030	
3	22	3.459	3.645	.186		2.982	3.195	.214		3.468	3.609	.141	
4	18	4.783	5.333	.550		4.289	4.939	.650		4.472	4.233		.239
5	8	5.175	5.100		.075	3.725	5.613	1.888		5.288	4.825		.463
6	7	5.171	5.771	.600		5.200	6.129	.929		4.857	4.871	.014	
8	3	6.233	5.400		.833	4.800	5.100	.300		5.833	6.300	.467	
UN-GRADED	14	2.857	3.129	.271		2.721	2.943	.221		2.871	3.029	.157	

NOTE: All pre-tests, post-tests, gain and loss scores are shown in grade equivalent.

TABLE XV

SCALE OF STUDENT ATTITUDES' RESULTS

BY GRADE LEVEL FOR THE SUMMER PROGRAM

GRADE	NUMBER OF PUPILS RATED	MEANS		PERCENTAGE	
		PRE-RATING	POST-RATING	GAIN	LOSS
1	15	21.40	23.20	8.41	
2	24	20.71	23.05	11.47	
3	25	20.72	22.40	8.11	
4	21	19.48	21.43	10.02	
5	10	18.40	22.00	19.57	
6	7	21.29	23.71	11.41	
8	3	22.67	21.00		7.35
UN-GRADED	15	20.67	25.60	23.87	

NOTE: The percentage of gain for grade one should be read as 8.41% gain.

TABLE XVI

SCHOOL ATTENDANCE FOR MIGRANT STUDENTS

FOR

THE SUMMER PROGRAM 1974-75

GRADE LEVEL	AVERAGE DAYS ENROLLED	AVERAGE DAYS ATTENDED	PERCENT OF ENROLLED DAYS ATTENDED
K	30	15	50.0
1	30	26	89.1
2	29	25	86.9
3	29	25	85.9
4	26	22	82.6
5	26	24	91.1
6	29	28	97.3
8	30	27	90.0
UN-GRADED	28	26	92.0

XVI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The objectives of the program were:

1. Each student participating in academic tutorial instruction will maintain or increase his previous rate of gain in the computation and communication skills.
2. Each student participating in career development programs will demonstrate improvement in computation and communication skills as related to the "Career Development" program developed by the Migrant Education Center.
3. Each student participating in career development programs will increase his awareness of, specific knowledge of, and general requirements of selected occupational groups.
4. All migrant students with a suspected or confirmed health or physical problem which affects his ability to learn, and for which no other resources are available, will receive complete follow-up and treatment.
5. Parents of migrant children will be made aware of social services available in the communities in which they reside.
6. The relationship between migrant families and the schools which their children attend will be improved.

7. As a result of specific inservice training, migrant tutors and supportive staff will increase their knowledge of the migrant program, the administrative requirements of the program, and new and improved instructional methods appropriate for migrant children.

The total number of migrant children enrolled in the State was 2915. These children were located in 18 counties, with the vast majority in the "Bootheel" counties.

Some of the services provided through the Migrant Program were:

1. A tutorial program during the regular school year enrolling 872 children.
2. A tutorial program in summer school enrolling 131 children.
3. Health services provided for 353 children.
4. Library services provided to 40 school districts.

The Migrant Center staff members carried on many workshops. They varied in scope and were valuable aids. All workshops received a high rating by the participants who evaluated each of them.

Health services was an important part of the program. This was handled by a registered nurse who was a staff member of the Migrant Center.

The Migrant Library handled all materials, equipment, textbooks, etc. for the tutorial programs. The Library was well managed and offered materials and equipment that could not be duplicated elsewhere.

Data for the evaluation was gathered by the evaluation team of three persons visiting various schools, and the use of standardized test results. The test results can be found in Sections XIII and XV of this report.

Conclusions

Conclusions of this evaluation are based in part on the observations of the evaluating team and in part on the objective instruments used to gather data.

1. The Migrant Program did an effective job in meeting it objectives.
2. Staff members are dedicated and competent.
3. Progress was shown by migrant children in the areas of reading, spelling, and math.
4. Special and supportive services which were rendered were good.
5. The Migrant Library is a tremendous asset to the program.
6. Parents of migrant children still hesitate to participate and communicate with the schools. This is being overcome, somewhat, through the Parent Workshops.
7. Tutors in the Migrant Program seemed to be better qualified than in the past.

Recommendations

The following recommendations are made with the idea that they will aid in improving the program:

1. Enlarge Library facility to twice its present size.

2. Continue the cleaning and checking of equipment to be sent to schools from the Migrant Library so it will be in working order at all times.
3. Hire a full-time curriculum person to expand the tutorial programs, particularly, career development.
4. There is need for a full-time nurse.
5. Continue to expand efforts to involve more parents of migrant children.
6. Continuous efforts to include more junior and senior high school migrant children in the program.
7. Continue the improvement of classroom facilities.
8. Continue to expand the Career Development program.

APPENDICES

APPENDIX A

EVALUATION

School District_____

Tutor_____ School Plant_____

MIGRANT STUDENT'S NAME_____ Student I.D._____

FIRST YEAR MIGRANT_____ FIVE YEAR MIGRANT_____
(Check appropriate space)

SUBJECTS BEING TUTORED_____

LENGTH OF TIME PERIOD WITH TUTOR:_____ to_____

DAYS WITH TUTOR (Circle) M T W TH F

Grade Placement_____ Date Enrolled_____ Date Dropped_____

Days Absent_____ Present_____ Total Enrollment_____

WRAT PRE-TEST_____ SCORES_____ _____ _____
Reading Spelling Math

WRAT POST-TEST_____ SCORES_____ _____ _____
Reading Spelling Math

[1]to be given two weeks after school starts

[2]to be given during last week of school

	Pre-test[1]					Post-test[2]				
General attitude toward school	Very Good	Good	Indifferent	Poor	Very Poor	Very Good	Good	Indifferent	Poor	Very Poor
Interest in learning										
Cooperation with other pupils										
Cooperation with teachers										
Attends school regularly										
Self-understanding										
Desire for self-improvement										
Work habits										

EDUCATIONAL SERVICES AND RECORDS CENTER FOR MIGRANT CHILDREN

HEALTH SERVICE POLICIES

I. Purpose of Educational Services and Records Center for Migrant Children.

A. The Educational Services and Records Center is concerned with helping schools devise ways to help migrant children maintain and continue their education in spite of the disadvantage of having to change schools and be absent from school frequently.

II. Purpose of Health Services as integral part of the program.

A. As stated by the Educational Policies Commission, National Education Association and the American Association of School Administrators in 1961...

> "The central purpose of education is to develop rational powers of the individual or his capacities to think and reason...Basic to this development is physical health, since disease, defects, or disability may interfere with learning..."

B. Therefore, the purpose of the Health Services is to correct these defects, diseases, and disabilities to the degree that the child is made educable.

III. Specific policies of the Center for Migrant Children with regard to Health Services.

A. This program will act as a supplemental Health Service reservoir and will be used only after all community, school, and public health facilities have been exhausted or found not to be applicable.

B. This program will serve only those children who qualify under the definition set forth in the project-Title I Elementary and Secondary Education Act PL 89-10 as amended by PL 89-750.

> "Any child who attends at least two schools during the school year as a result of his parents or guardian moving to seek or acquire employment in agriculture or agriculturally related occupations."

C. Before services are rendered the child must be identified by filling out the 'Student Enrollment Transmittal Form' for Migratory Children by the school the child is attending and the return of this form to the Records Center. This will be transmitted to the Data Bank in Little Rock and a copy sent to the reporting school.

D. All schools reporting migrants are eligible for the program and will be supplied with Health Referral Forms which should be filled out on each child requiring health services. This referral may come from any school personnel noting the health problem. This referral should then be sent to the Educational Services and Records Center for Migrant Children. From this point the nurse associated with the program, in cooperation with the school nurse from the referring school (if there is one) will check through services available to this child from the various agencies and community resources. Home visits will be made to assure cooperation with the parents and eligibility for assistance secured through community groups (churches, clubs, health agencies or the Migrant Program). If it is found that the Migrant Program is the only applicable resource, examination by the proper medical services will be authorized.

If extensive care is needed an estimate will be required and will be approved or denied before work is continued.

When all of the above qualifications are met--the Educational Services and Records Center will be able to provide for:

1. Visual examination and corrective glasses if needed.

2. Dental examination and repair (with approval of submitted estimate of services to be rendered). See note #1.

3. Medication to control, alleviate or prevent disease.

4. Operations which would enable the child to take advantage of educational opportunities. Such as tonsillectomy and adenoidectomy, hernia repair, etc. See note #1.

5. Emergency care of accidents. See note #1.

6. Health teaching on an informal basis in the home by the nurse with the Migrant Program if requested.

Note 1: Items 2, 3 and 5 are subject to approval by the Dean of Instruction and the Director of the Migrant Program.

Kindergarten through high school children are eligible. Pre-school children can be served if they will be entering school the following year and their health problem would be a severe handicap to entering school and taking advantage of our primary aid--education.

APPENDIX C

I.D.#_____

REFERRAL OF MIGRANT CHILD WITH HEALTH PROBLEM

Reported by_____Date_____

Child's Name_____Date of Birth_____

Address_____Phone_____
No. Street Town

Date Enrolled_____School_____Grade_____

Father's Name_____Occupation_____

Mother's Name_____Occupation_____

Other Children in Family -

Names	Date of Birth	Names	Date of Birth

Disability -

Vision 20/ (R) 20/ (L)

Dental_____

Hearing_____

Other_____

_____

_____

Date of Last Examination_____By Whom_____

Referral - Health Problems
Page #2

Recommendations for Services Required_____

_____

_____

_____

Attending Physician_____

Estimate of Total Fee for Service_____

_____

_____

Other Resources Contacted and Description of Assistance Received, if any:

1._____ 3._____

2._____ 4._____

FOR USE BY RECORD CENTER ONLY:
Estimated Services $_____Approved_____Not Approved_____

APPROVED BY_____Date Approved_____

Services Completed_____

_____

_____

Please send completed form to:

Educational Services and Records Center for Migratory Children of Missouri
354 North Henderson Street
Cape Girardeau, Missouri 63701

INSTRUCTIONS FOR HEALTH REFERRAL FORM

In order to secure health services for the children identified as migrant in your school district, a Health Referral Form should be completed by the school nurse or person concerned with the health problem, (teacher, health aides, etc).

This form should be as complete as possible including complete name, date of birth, address, date enrolled, school, grade, parents name and other children in the family. The disability should be described as nearly as possible. The date of the last examination and physician should appear on the referral.

This is followed by "Recommendations for Services Required" and pertains to what needs to be done to bring about more desirable health for this child. Example: needs complete physical and immunizations brought up-to-date.

The name of the physician who will be attending the child should be included if possible. An estimate of the total fee for the services to be rendered should be included. Example: initial exam for dental work including full mouth X-rays $15.00; or examination and glasses, if needed, exam $10.00, glasses $23.00. (The referring party should include the names of any other agencies or civic groups contacted for assistance with these services).

The last portion of the Referral (enclosed in a box) will be filled out by the Migrant Center as requests are fulfilled.

The letter enclosed with the Health Referral should be returned with this Referral. The return address must be filled in. This will be sent to you indicating approval or denial of your request.

It will be the responsibility of the school or referring party to make arrangements for appointments and transportation, if parents are unable to do this.

Bills should be sent by the physician to the school referring the child. The school should then forward this statement for services to the Educational Services and Records Center for Migratory Children for payment.

SOUTHEAST MISSOURI STATE UNIVERSITY
Dr. Robert E. Leestamper, President
Cape Girardeau, Missouri 63701

Educational Services and Records Center
for Migratory Children of Missouri
354 N. Henderson
Cape Girardeau, Missouri 63701

Referring Party_____

School_____

City_____

Your request for services from the Educational Services and Records Center for Migratory Children for _____ has been approved in the amount of_____, denied_____, other_____

_____ _____

_____ _____

_____ _____

You may proceed with services as indicated above.

Sincerely,

MIGRANT PROGRAMS - FY 1975*

COUNTY	CODE NO.	SCHOOL DISTRICT	1974 FUNDS	1975 FUNDS	TOTAL
Barry	5-122	Exeter R-VI	$ 3,638	$ 8,324	$ 11,962
	5-128	Monett R-I	2,825	6,046	8,871
Dunklin	35-92	Malden R-I	4,762	12,023	16,785
	35-97	Clarkton C-4	1,986	11,063	13,049
	35-98	Senath C-8	4,552	14,718	19,270
	35-99	Southland C-9	4,154	10,627	14,781
	35-102	Kennett #39	2,684	8,886	11,570
Lafayette	54-43	Wellington R-IX	989	-0-	989
	54-45	Lexington R-V	856	-0-	856
McDonald	60-77	McDonald Co. R-I	2,714	12,6	15,412
Mississippi	67-55	East Prairie R-II	3,526	22,295	5,821
New Madrid	72-66	Risco R-III	5,602	11,070	16,672
	72-73	Gideon #37	9,991	29,345	39,336
	72-74	New Madrid R-I	8,913	28,582	37,495
Pemiscot	78-1	Pemiscot Co. R-I	2,059	6,201	8,260
	78-3	Caruthersville R-III	1,876	1,399	3,275
	78-4	Cooter R-IV	2,180	5,912	8,092
	78-5	Pemiscot Co. R-V	725	1,380	2,105
	78-9	Delta C-7	1,831	4,870	6,701
	78-13	Pemiscot Co. Special School District	2,211	6,519	8,730
	100-61	Benton R-IV	-0-	2,812	2,812
Scott	100-65	Oran R-III	2,213	2,812	5,025
	103-130	Puxico R-VIII	2,122	7,315	9,437
Cape Girardeau	120-120	Southeast Missouri State University	118,644	151,678	270,322
		GRAND TOTAL	$191,053	$366,575	$557,628

*These figures are not finalized. The total funds allocated to Missouri including carryover funds amount to $644,243. It is anticipated that all funds allocated to Missouri will be expended.